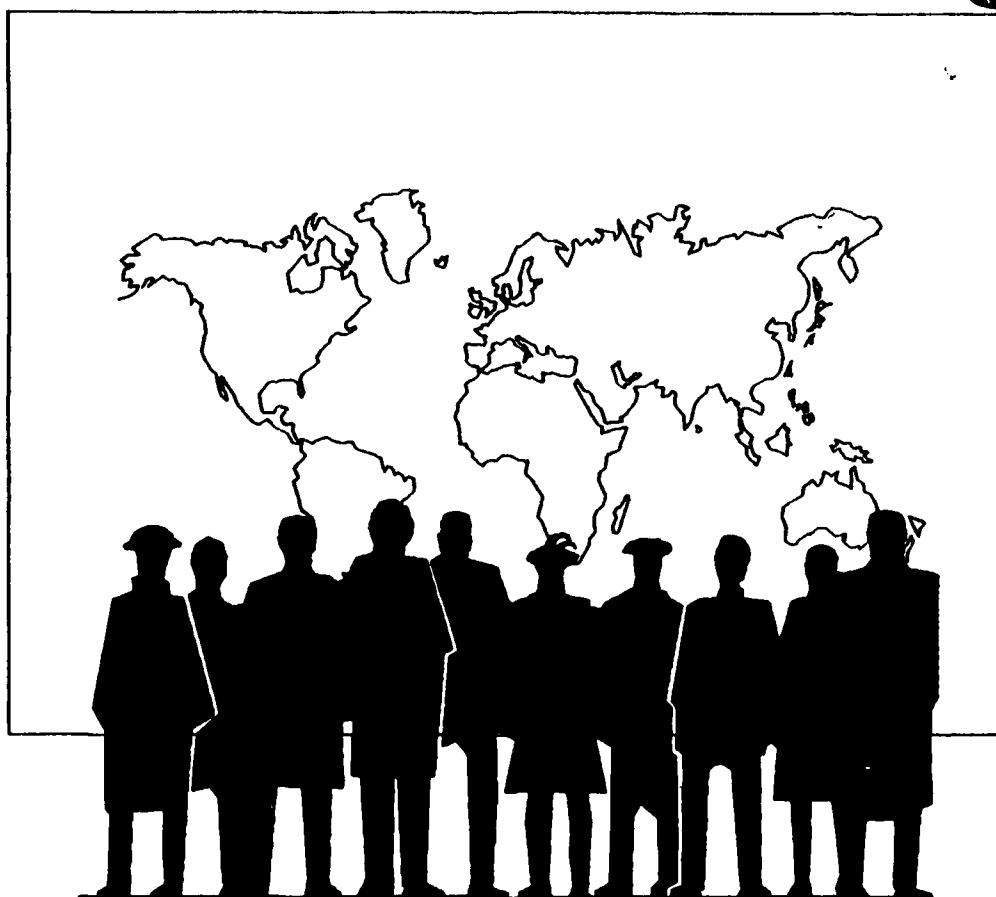


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EDUCATION & TRAINING MANAGERS

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SPECIAL REPORT
JANUARY 1990

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EDUCATION/TRAINING MANAGERS SPECIAL REPORT

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Preface

The United States Air Force Occupational Measurement Center, Training Development Services Division (USAFOMC/OMT), is assigned primary responsibility for developing Training Requirements Analyses (TRAs) and special projects or reports. This special report will assist Air Force officials in making informed, data-based training decisions for officers in the education/training manager environment.

This project was requested by the HQ Air Training Command Education/Training Staff Officer (HQ ATC/TTIS) to provide a comprehensive report on education/training issues and concerns.

The report consists of three sections: (a) System Overview-- an overall perspective of the education/training managers' environment; (b) Training Analysis-- common skills and knowledge needed by training managers to successfully perform their duties; (c) Recommendations-- possible solutions or alternatives for identified issues and concerns. This report has been reviewed and approved by Training Development Services Division, USAFOMC/OMT.

Copies of this document are available to Air Force training and management officials. Address request to USAFOMC/OMT, Randolph AFB, Texas, 78150-5000.

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Executive Summary

Overview

The Education and Training Manager Special Report was requested by the HQ Air Training Command (ATC) Training Staff Officer (TSO) to determine the duties and responsibilities of education and training managers and analyze the issues, problems, and concerns confronting them. Some issues identified in the education and training manager field include a lack of credibility, utilization, and career progression in the 75XX (Education and Training) career field. Another area examined is the unique relationship between 75XX officers and the 09X0 SDI (Special Duty Indicator) officers who make up the education and training manager community. The current training, formal and informal, provided for education and training managers will also be addressed. This report included 75XX (Education and Training) AFSC, 0940 SDI (Instructors), and 0970 SDI (Program Managers) as the key members of the education and training managers community.

The TSO requested a review of utilization and career progression within the 75XX career field. The most recent Occupational Survey Report (OSR) for the 75XX career field indicated that many duties performed by 75XX officers were not related to education and training matters. The education and training duties were being performed by personnel outside the education and training career field. After reviewing the most current OSR and initial interviews with local 75XX officers, a decision was made to include special duty personnel for a better understanding of the education and training environment. (S...)

Procedures

This study used the job inventories for AFSC 75XX and Training Managers and the corresponding OSR. Subject-matter experts (SMEs) at 5 bases were interviewed for initial job-related data. This initial SME and OSR data served as the basis for the development of the Training Managers Questionnaire which was sent to 1474 education and training managers throughout the Air Force. In addition, System Overview information was gathered from the 1985 Education and Training Workshop; AFR 36-1, Officer Classification; Human Resource Laboratory (HRL) statistics; and Air Force Military Personnel Center (AFMPC) statistics.

Results

1. Senior management must ensure education and training managers are properly utilized.
2. Establish a career ladder for the 75XX Education and Training career field.
3. Ensure adherence to 75XX selection process guidelines.
4. Establish more legitimate 75XX positions in all Air Force MAJCOMs.
5. Define 75XX and Subject-Matter-Experts or Special Duty personnel's role in the education and training setting.
6. Ensure all 75XX officers attend required Air Force courses for upgrading.

Introduction

Purpose

The purpose of the Education and Training Managers Special Report is to identify skills and knowledge necessary to effectively perform the duties and responsibilities of the education and training manager. Through the identification of skills and knowledge, and the examination of existing Air Force schools we can determine if the needs of the education and training managers are being met. This special report consists of three parts and contains the following information:

System Overview: Identifies mission, personnel, current education and training, and education and training issues.

Training Analysis: Displays collected data from a Air Force-wide education and training questionnaire. This section examines what jobs are being performed and the skills and knowledge necessary to perform the duties.

Recommendations: The recommendations are based on the information received from the questionnaire, system overview, and occupational survey data. This section in the report makes general recommendations for the education and training managers' environment.

Training Analysis Procedures

USAFOMC Occupational Survey Report and 75XX job inventory were used in the initial stages to identify tasks and to obtain statistical data (i.e., training emphasis, percent members performing, and task difficulty). These reports displayed a very diverse 75XX career field, in which many education and training duties were being performed by other Air Force Specialities (AFSSs) and not 75XX officers. The USAFOMC job inventory and OSR reports were also compared with Air Force regulations, publications, minutes from the 1985 Utilization and Training Workshop, and Air Force Military Personnel data for additional information sources.

The next stage was to interview SMEs to determine who was performing education and training duties and to record the step-by-step process of accomplishing each task. These interviews were conducted locally at Randolph AFB and the Officer Training School (OTS), Lackland AFB. Initial analysis revealed that if the report was to examine training and education duties and issues, it would be necessary to include special duty (0940, 0970) personnel.

The follow-up stage included continuing the interview process with a broader perspective. SMEs were interviewed at Maxwell AFB, AL; US Air Force Academy, CO; and Peterson AFB, CO. The high number of training managers assigned to these locations made them logical data gathering sites. Because the education and training community was so diverse, a questionnaire was also used as another method of data collection to insure the validity and thoroughness of the information by allowing for a larger sample of personnel to be included.

Sixty-five questions were developed to gather data concerning background, utilization, skills and knowledge required, as well as education and training managers' perception of the structure and utilization of the career ladder. The questionnaire was validated locally at Randolph AFB before being distributed Air Force wide. The distribution of the questionnaire was done by the survey control officer at each base.

The subsequent data from the questionnaire, interviews, and research data led to the recommendations made in this report.

Systems Overview

The System Overview provides a summary of the training managers' community. It examines the mission; training; future plans and trends; issues, concerns and problems; and personnel data about the field. It focuses mainly on education and training issues related to the present and future needs and direction of the career field. The System Overview contributes to and helps justify career field decisions and general training recommendations.

Mission Description

Education and training managers duties are performed by AFSC 75XX (Education and Training) and 09X0 SDI (Special Duty) officers. This mix of primary AFSC and special duty personnel creates a unique career relationship. The 75XX and special duty personnel have many similar needs, however, SDI officers serve in 09X0 positions for four years and return to their primary AFSCs. The 75XX officers are in the education and training field their entire career. Thus, although needs are similar for 75XX officers and SDI officers, because of the vested interest in their careers and longevity in education and training environment, their needs differ substantially. The key career field personnel are the 7521/24, 7511/16, (Education and Training), 0940 SDI (Instructor), and 0970 SDI (Academic Program Manager) officers.

Education and training officers (7521/24) manage, develop, conduct, and evaluate education and training programs. The duties include curriculum planning by means of designing, analyzing, and evaluating curriculum materials; training methodology and instructional systems; and instructing students on technical or academic subjects. These officers also advise foreign nations on available training options offered by the United States. Education and training officers (7521/24) hold the ranks of second lieutenant through major.

Education and training staff officers (7511/16) direct education and training programs. The duties include the formulating of education and training policies and monitoring technical, reserve, and civilian training designed to prepare Air Force officers for command positions. These officers also command or supervise education and training units. They advise foreign countries on activities involving matters in education and training. Education and training staff officers (7511/16) hold the ranks of major through colonel.

SDI instructor officers (0940) organize and prepare instructional material for the classroom, laboratories, and physical fitness programs. They determine the method of instruction that best meets the needs of the Air Force and students and teach accordingly. These officers coordinate and implement training programs. SDI instructor officers hold the ranks of second lieutenant through colonel.

SDI academic program managers (0970) direct, instruct, evaluate, and monitor all instruction, curriculum development, and student training at the Air Force Academy and professional military education schools. They administer activities involving scheduling, discipline, enrollment, budget, and personnel programs. Academic program managers hold the ranks of captain through colonel.

Personnel

The Air Force Human Research Laboratory (HRL), Brooks AFB, in their July 1989 distribution listing of assigned personnel identified 1,911 education and training managers. To obtain the necessary data for this special report, 1,474 personnel were surveyed Air Force wide. Those people within two months of retirement, with less than two months at their current assignment, or within one month of PCS were not surveyed. Standard AFMPC restrictions, such as not surveying student squadrons, were also followed. Tables 1 and 2 illustrate the education and training manager community by AFSC, grade, and MAJCOM users respectively.

TABLE 1

ASSIGNED/SURVEYED EDUCATION & TRAINING MANAGERS BY GRADE AND AFSC

AFSC	2LT		1LT		CAPT		MAJ		LTCOL		COL	
	ASSIGNED	SURVEYED	ASSIGNED	SURVEYED	ASSIGNED	SURVEYED	ASSIGNED	SURVEYED	ASSIGNED	SURVEYED	ASSIGNED	SURVEYED
0940	29	19	6	5	724	585	202	133	107	83	134	104
0970					50	38	80	63	58	46	32	24
7511					32	21	30	28	16	14	12	9
7516					3	3	73	55	86	60	29	25
7521	18	14	5	3	28	23	13	12				
7524			24	19	104	77	14	11	2			
TOTAL	47	33	35	27	941	747	412	302	269	203	207	162

TABLE 2

ASSIGNED/SURVEYED EDUCATION & TRAINING MANAGERS BY MAJCOM

AFSC	ATC		AU		USAF		SAC		TAC		OTHERS	
	ASSIGNED	SURVEYED	ASSIGNED	SURVEYED	ASSIGNED	SURVEYED	ASSIGNED	SURVEYED	ASSIGNED	SURVEYED	ASSIGNED	SURVEYED
0940	703	515	217	191	226	180	1	1	1	1	54	41
0970			128	95	92	76						
7511	41	33	22	18	4	4			4	2	19	15
7516	66	51	45	28	28	24	3	3	2	2	47	47
7521	31	25	13	10	2	2	3	2	4	4	11	11
7524	47	34	28	23	3	2	16	14	15	9	35	35
TOTAL	888	658	453	365	355	288	23	20	26	18	166	149

Current Training and Specialty Requirements

Listed below are courses for education and training managers. For a description of course prerequisites and content, consult AFR 50-5, USAF Formal Schools.

A 75XX officer must successfully complete one of the following instructor training courses for upgrading. It is desirable for the special duty officer (0940, 0970) to complete an instructor training course.

Academic Instructor School 5 weeks 2 days Maxwell AFB, AL

Principles of Instruction 2 weeks Sheppard AFB, TX

Technical Training Instructor Course 5 weeks 2 days All Technical Training Centers

Besides taking an instructor training course, a 75XX must also take one of the following courses for upgrading.

Instructional System Development (ISD) Designer 4 weeks Sheppard AFB, TX

Criterion Referenced Instruction 2 weeks Maeger's course Belmont, CA or at one of the contracted presentation locations

Listed below are AFR 36-1 specialty requirements, associated with the training managers' environment.

Mandatory requirement: None

Desirable requirements for:

75XX officer should have an undergraduate academic specialization in education or at least a minimum of 18 hours of study in educational areas such as tests and measurements, learning theory, instructional methodology, educational psychology, and curriculum development.

0940 SDI officer should have an undergraduate and master's degree in a academic specialization in education or social and behavior sciences.

0970 SDI officer should have a master's degree.

Training Issues and Future Plans

Education and Training Perceptions

Today, the world finds itself in a state of relative peace. During these peaceful times, one of the military's primary missions is to maintain a sense of readiness. This sense of readiness is important in the event that if an altercation does occur, the military will be able to respond quickly and effectively in the defense of the nation and its allies. This commitment to readiness is best achieved through education and training. Hence, the very foundation, strength, and responsiveness of this nation's forces can be directly tied to its education and training systems.

The people of this country realize the importance of providing a quality educational base for their children. Through this quality education and training, one can live a secure and prosperous life. These very people, who will go to all extremes to provide an education for their children, have little regard for those professionals who are providing the service they are seeking. This attitude can be displayed with such prevalent statements as "If you can't do, teach". Another measurement of educators/trainers worth can be demonstrated in terms of market value (salaries). Educators/trainers' pay scale lags behind other professional occupations. Money is a representation of status, respect, and importance in the civilian world.

The military is not immune to the academic crisis facing civilian education systems. The military mirrors its civilian counterparts' attitudes on educators/trainers. Unlike the civilian sector, the military has little control over the salaries paid to officers. Education and training officers receive the same salary as contracting, engineering, or administrative officers. However, if money is the measure of status, respect, and importance in the civilian sector, the military's measure of these same attributes is rank. The military does have control over such issues as training, utilization, and promotions that have a direct relationship to rank. The military has the additional issue of philosophical differences between educators and trainers. The educators can basically be found in Air University (AU) and the Air Force Academy (USAFA), and trainers in Air Training Command (ATC).

This section consists of a summary of training issues, concerns, and problems identified in the initial project request, the 1985 75XX Utilization and Training Workshop (U&TW), and the TRA process.

Utilization of Training Managers

The utilization of education and training officers is an issue that has surfaced many times in the last decade. Descriptions of 75XX utilization concerns are well documented:

The 1978 AF/IG Functional Management Inspection (FMI) of the OJT system and the use of Instructional System Development (ISD) stated that 75XX officers were not in charge of MAJCOM training programs or in key training positions.

In 1979, AF/MPP recognized the need for increased emphasis on proper training development and management. MPP's report indicated the AF had a core of competent and qualified 75XX officers on board, but that these officers were not properly used in the MAJCOMs. The report also directed the MAJCOM/DPs to consider converting to 75XX authorizations those unit training functions not currently held by 75XX officers.

In July, 1981, AF/IG and Office of the Secretary of Defense (OSD) both cited ineffective training management because qualified 75XX officers were not used for critical training leadership positions.

In April, 1983, ATC/IG ISD FMI also cited the lack of qualified training officers in key positions.

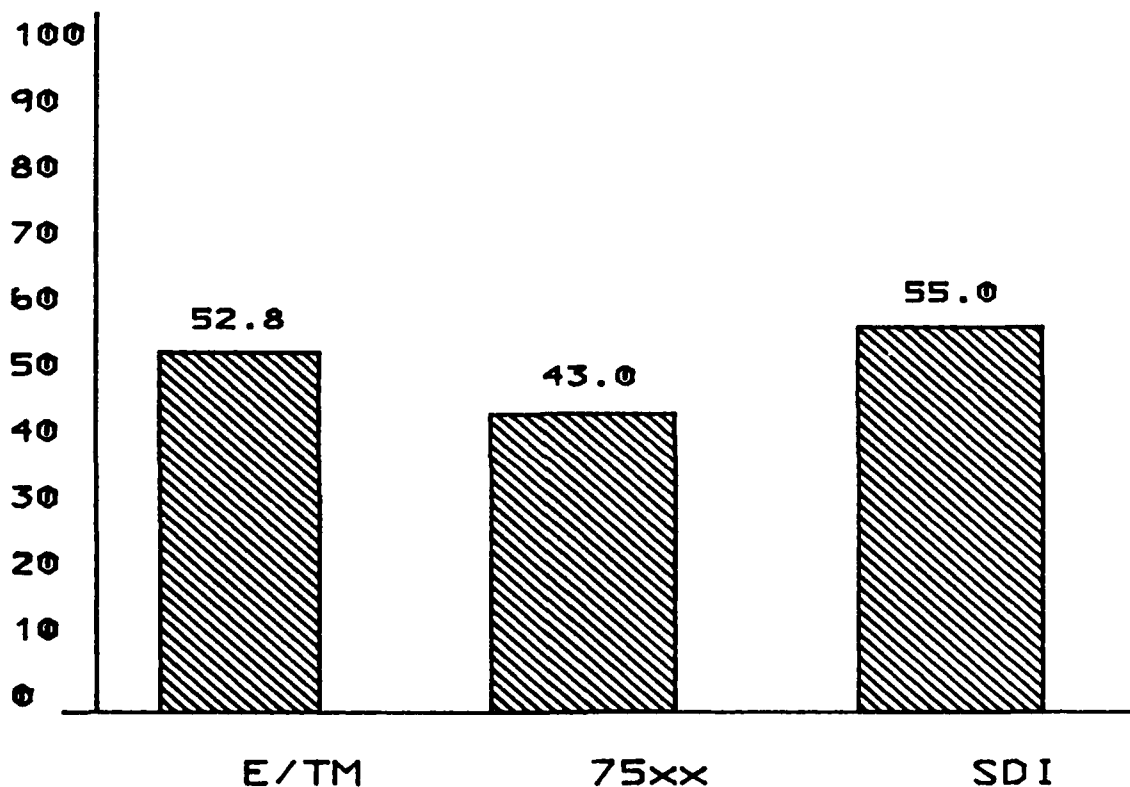
In June, 1985, an Air Force-Wide Education and Training Officer Workshop tasked each MAJCOM to identify functional jobs that could be better performed/enhanced by 75XX officers. These positions would gradually be converted to 75XXs.

In Nov, 1985, ATC/CV tasked all ATC units to screen training related positions for conversion to 75XX positions.

In March, 1986, HQ ATC/TT once again tasked the Technical Training Centers to re-evaluate the various functions in organizations in order to identify potential billets for conversion to 75XX positions. Also decided in this meeting was that entry and upgrade requirements should be enhanced in AFR 36-1.

Through analysis of education and training manager questionnaire results and information gathered through the interview process, the inescapable conclusion is that education and training officers are performing duties not listed in AFR 36-1 or the duties performed either have little or no relevance to educational matters. Questionnaire responses on how much time education and training managers spent in education and training related duties is provided in Table 3:

TABLE 3
TIME UTILIZATION



 PERCENT OF PEOPLE WHO SPEND 50% OR LESS
TIME DOING EDUCATION/TRAINING DUTIES

E/TM = EDUCATION AND TRAINING MANAGERS (75xx
AND SDI COMBINED)

Table 3 also illustrates slightly more than half of the training managers are spending an extensive amount of time performing duties outside their prescribed areas.

The best indicator of how the training managers are being used can be determined from the comments made during the interview process and responses from the questionnaire. Selected comments follow:

"I have been in this education and training career field for fifteen years and have yet to hold a 75XX job which related to education and training."

"This career is a "catch-all" career field for "unwanted people" or "has beens" from other careers and a "dumping ground" for jobs not wanted by the other careers."

"Many 75XX positions do not utilize the experience or expertise of the individuals holding the particular billets."

"Very little time instructing, too busy running the "papermill", and the primary duties are overridden by the system."

"75XX officers are regarded as "additional duty" or "dirty little job" officers."

"If the duties were as advertised, I would be much happier. The overwhelming additional duties take away from the primary duties."

Diversity of Career Field

By allowing education and training personnel to perform predominately non-educational duties, and having numerous education and training positions filled by non-educational personnel, the Air Force has allowed the career field to lose its identity.

Through constant misutilization or lack of career identity, education and training officers are placed in an environment where a wide variety of jobs are performed. The past and present data clearly document the diversity of the education and training field. This diversity is shown in the figures given earlier on the percentage of time spent in education and training duties and other primary duties.

Survey data illustrate the various jobs performed by education and training personnel as: instructing, writing lesson plans, developing curriculum, scheduling, managing educational budgets, and ensuring ISD is being implemented. However, many responses identified tasks performed as non-educational or non-training in nature. This list included jobs such as: administration, executive, recruiting, safety, personnel, disaster preparedness, logistics, contracting, computer science, public affairs, actions, and security officers. The issue of career diversity can be best summarized by a response from the survey, "The 75XX career field has so many unique jobs under its umbrella, that each job I have held has been totally separate and unique, with no relationship between one job and the next job."

Lack of Support or Communication from Headquarters or Senior Officers

A perception widely held in the field centers around a lack of support or communication from headquarters and senior level officers leading to a diversity of jobs.

Many of the concerns and issues now confronting educators and trainers are the very issues confronting them for at least the past decade. The lack of headquarters and senior officer control or action on these problems is viewed by the field as a lack of concern or support for the career field.

Education and training officers do not have their own representative at Air Staff level, but are placed under the personnel career field umbrella. This organizational structure is perceived by those in the field as lack of support from senior level officers where education and training matters are "bumped down the scale" of priorities. This perception of low priority, be it real or perceived, is still strongly held in the field.

Educators and trainers also perceive a similar uncaring and unsupportive attitude from the headquarters level. The "ivory tower" concept was often heard in the interview and questionnaire process. The general perception is that many of the headquarter's personnel lose contact with the needs of the career field they are supposed to represent. The image projected from headquarters and management to the field is best summarized from the following questionnaire comments:

"Mission is unclear, poorly articulated, and not well supported by ATC leadership. This lack of support from ATC signals distrust, contempt, and fear of mistake to the field."

"Present position has destroyed a favorable opinion of ATC. A lack of consistency and professionalism, coupled with constant changes in ATC, has created only confusion and stagnation."

"Too much micro-management from a distant central location. The theories and materials that are used are outdated. There is a lot of lip-service to excellence from this central location. They are more interested in achieving a uniform norm, even if this uniform norm is in the mediocre range."

"Too much micro-management at headquarters levels. Headquarters are more interested in certifying training than in the quality of training."

"The unwillingness of ATC to decentralize responsibilities is a distractor at all levels."

"Frequent and massive regulation changes are always coming our way, but we see very little support from headquarters."

"The mistake the Air Force makes is placing colonels and generals in academic positions who have no knowledge of education matters. The decisions which they render are not always the best ones."

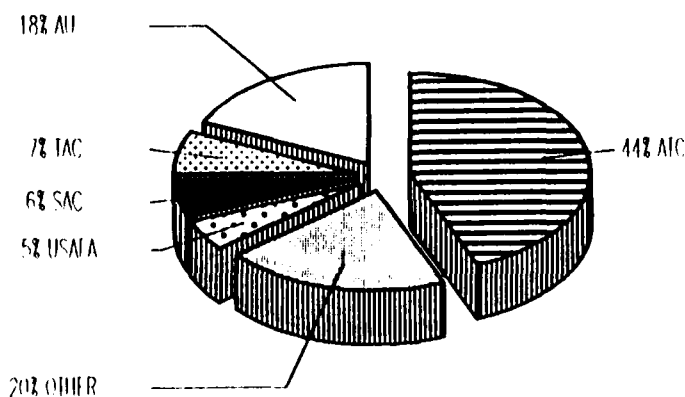
Another avenue by which headquarters, and senior/middle level management are appraised of their support and communication to the field, is by the percentage of people who are sent to schools and courses to better achieve the mission of educating and training AF personnel. According to AFR 36-1, all 75XX must attend Academic Instructor School (AIS), Technical Instructor Course (TIC), or Principles of Instruction; and Instructional System Development (ISD) Designer, or Criterion Referenced Instruction (CRI) courses for upgrading. Survey data show many education and training personnel were not sent to the required courses. A more detailed description of the training that 75XXs have received is shown in the training analysis section.

By not fully assisting and ensuring training managers are receiving required training, MAJCOMs, senior and middle managers are projecting a non-supportive attitude. This perception of non-support, coupled with misutilization and a undefined career ladder, is responsible for other concerns that confront training managers, especially 75XX officers.

Lack of Credibility and Experience

The 75XX officers have been afforded limited opportunities to function in the operational Air Force, either as a 75XX or other AFSC, in MAJCOMs outside the education and training commands of ATC, AU, and USAFA. This lack of operational experience directly relates to the credibility issue. Lacking operational field experience, the 75XX officers are perceived as not knowing the needs of field personnel. Table 4 illustrates the opportunities available to 75XX officers in the operational Air Force.

TABLE 4
75XX
AUTHORIZATIONS BY MAJCOM



The Air Force's answer to the 75XX operational credibility dilemma is addressed by the inclusion of special duty personnel in the career field. The problem with special duty personnel is a lack of education and training experience. The special duty personnel are in their education and training duties four years and then return to their primary career fields. Time limits special duty officers from obtaining the required educational and training knowledge and skills. Thus, the education and training environment perpetuates the lack of educational experience for the special duty personnel and operational field experience for the 75XX officers.

In addition to limited access to the various MAJCOMs, 75XX officer overseas billets are even more restrictive in number. The AFMPC provided a breakdown of overseas locations to which a 75XX officer can go. The locations are listed with the number of billets in parentheses and are as follows:

Bangkok, Thailand (2)	Cairo, Egypt (1)
Hahn, Germany (1)	Howard, Panama (3)
Naples, Italy (1)	Ramstein, Germany (2)
Upper Heyford, England (1)	Sembach, Germany (1)
Camp Smith, Hawaii (1)	Kuwait City, Kuwait (1)
Riyadh, Saudi Arabia (2)	

Many interviewed education and training officers viewed a lack of overseas assignments limited their personal growth, experience, credibility, and perhaps even their promotability.

Lack of Career Progression

Our interviews, questionnaires, and other research, revealed no identifiable 75XX career ladder. This lack of a career ladder has adversely affected 75XX officers' career

The responses on the survey reveals the lack of a career ladder. AFR 36-1 lists specific 75XX jobs and responsibilities. Listed below are the specific jobs of the 7521/24 and 7511/16 officers and the percentage of education and training managers surveyed who perform these duties.

TABLE 5

7521/24 DUTIES 1AV APR 36-1

	752x	751x	0970	0940
MANAGES E/T PROGRAMS	66.2%	75.5%	84.4%	60.5%
DEVELOPS E/T PROGRAMS	50%	60%	82.2%	60.5%
CONDUCTS E/T PROGRAMS	53.1%	53.3%	92.2%	84.4%
EVALUATES E/T PROGRAMS	59%	72.5%	82.2%	65.2%

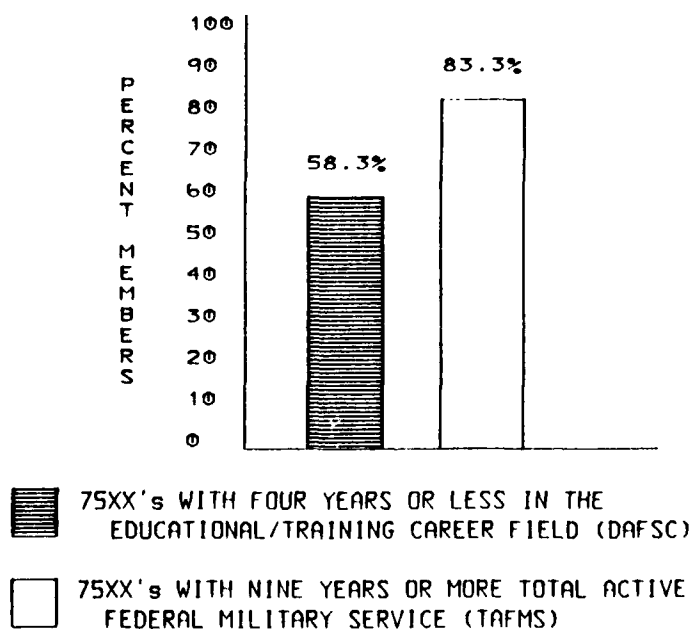
7511/16 DUTIES 1AV APR 36-1

	752x	751x	0970	0940
FORMULATES E/T POLICIES	44.3%	75.5%	53.3%	38.8%
COORDINATES E/T ACTIVITIES	58.7%	81.3%	83.3%	62.2%
MONITORS E/T ACTIVITIES	62%	83.3%	84.4%	64.7%

Though each AFSC has its specific duties, there is no clear path for progress in this field. The lack of a formal career ladder has created an environment in which training managers of various AFSCs and grades are performing the same duties. Thus, as 75XX officers gain rank, they do not necessarily gain added job responsibilities.

The career field also does not endorse a concept of "growing its own" which also has a negative impact on the career ladder. Jobs belonging to the career field are manned by a vast number of career-broadening personnel. The questionnaire data show 75XX personnel having relatively little time in the career field (DAFSC) and much more total active federal military (TAFMS) time. The table below can best illustrate 75XX DAFSC and TAFMS times:

TABLE 6
CAREER BROADENING INTO 75XX FIELD



The above table indicates a large number of prior enlisted personnel or career broadeners among 75XX officers. Perhaps this dependence on career-broadening personnel can help explain why a career ladder does not exist for 75XX officers. A 75XX career ladder may not be necessary because personnel are not groomed for upward growth, but career growth seems to be a lateral process outside the 75XX structure. What effect does this career broadening process have on the younger 75XXs' upward mobility? The answer to the question can best be addressed with the promotion issue addressed in the following pages.

Promotability Within the Training Managers Environment

The question of promotability of education and training managers was discussed with AFMPC personnel. AFMPC has a policy of not releasing information which breaks down the promotion ratios according to various AFSCs. AFMPC did state that special duty personnel performing education and training duties are very competitive in terms of promotability. Special Duty positions are usually filled with officers who have master degrees and an impressive military record. Special Duty personnel are already competitive for promotion or they would not have been chosen for their current assignment.

The question of 75XX promotability produced a dual answer. In keeping with AFMPC's policy of not releasing promotion data, it was explained that if the numbers were released, the numbers could not be interpreted at face value. The 75XX promotion numbers apparently look very competitive with the other career fields. It was indicated that when "Core" (75XXs who spend their entire careers, from start to finish, in the education and training arena) 75XXs numbers were analyzed and compared with other AFSCs, the numbers were not as competitive. This question of promotion can be traced back to the utilization, career identity, senior level support, experience, credibility, lack of a career ladder, and possibly the massive career broadening into the field. The comments made on the questionnaire by the special duty and 75XX personnel reflect promotion concerns within the education and training managers' environment. Some of the comments are as follows:

"Career broadeners at field grade levels hurt promotability and take away the challenging jobs."

"No upward growth, due in part to a lack of organizational understanding of the job function."

"This is a kiss of death career for a line officer. The perception held by senior leaders is that this duty does not contribute to the mission or that it is even part of the real Air Force, and this means promotion rates are significantly lower. I see my 0940 duty not as a lateral, but as a demotion."

"Promotion, upward mobility, and leadership orientation is non-existent."

"My career progression stopped when I became a 75XX officer."

"There is no upward mobility, this is a dead end job."

"Being a 75XX has and will continue to limit my promotability."

"Promotions are iffy in the education and training arena."

"I have often been advised to get out of the career field because of the "dead end" aspects of the education and training environment."

Promotions according to the various AFSCs are a "sticky", political subject. Many education and training managers have suggested the selection process into the career field might inherently have a impact on their promotion potential.

Selection Process of Education and Training Managers

The selection of subject matter experts entering the education and training environment is accomplished on a volunteer basis. When the needs of the career field are not met by volunteers, due to a lack of qualified or number of applicants, non-volunteers are entered into the billets. A large percentage of non-volunteers were quite vocal in their displeasure with their special duty selection and their attitudes towards education and training jobs.

Specific 75XX selection qualifications are stated in AFR 36-1 and were discussed with the resource manager at AFMPC. It is desirable for those entering the education and training field to have an undergraduate academic specialization in education or a minimum of 18 hours of study in either an educational or psychological area. The survey responses indicate that 41.5% of the 75XXs had received no university level education courses. The criteria to enter the career field is violated from the very beginning of one's career. Some education and training managers said the 75XX selection process is based on the "leftovers" or "has beens" of the other career fields. For education and training personnel to be competitive, the career field must attract competent individuals. The guidelines of the selection process are in place to ensure that competent people are recruited. Once the selection process guidelines are ignored, the competency of the incoming people is diluted.

There were several concerns with the personnel structure of the education and training environment that must be mentioned in this report. These concerns are as follows:

The Civilian Role in the Education and Training Environment

In the education and training setting, as in most military settings, a key word is stability. It is this stability in the work setting that makes civilians vitally important in the education and training environment. The stable civilian force possesses the "whys" and "hows" of the corporate knowledge. A direct result of civilian stability is a reduction in training cost. Civilians are either fully qualified when they are hired, or require minimal initial entry level training. However, military personnel do not stay in one location as long, thereby increasing the cost of training. Education and training managers were surveyed as to their opinion of converting 75XX positions to a civilian series. Seventy-one percent of the surveyed education and training managers felt 75XX positions should not be converted to a civilian series. According to the survey and interviews, the main reason to keep military 75XX positions centers on the "blue suit" role model effect. Most military stated the importance of having a military role model in the education and training setting. The second reason for wanting military 75XX positions deals with the opinion that too much stability breeds stagnation. Civilian stability can stifle new ideas and growth through a lack of flexibility and willingness to attempt new work methods. The final reason for military 75XX positions centers on the simple concept of job security. The military wants to keep education and training jobs manned by military and not lose the remaining billets to the civilian force. The conclusion is that civilians' play an important role in meeting the needs of the Air Force. However, it is important to determine the best mix of civilians and military in meeting education and training goals. Related to the civilian and military mix is the debate on the mix of military 75XX or special duty personnel performing education and training jobs.

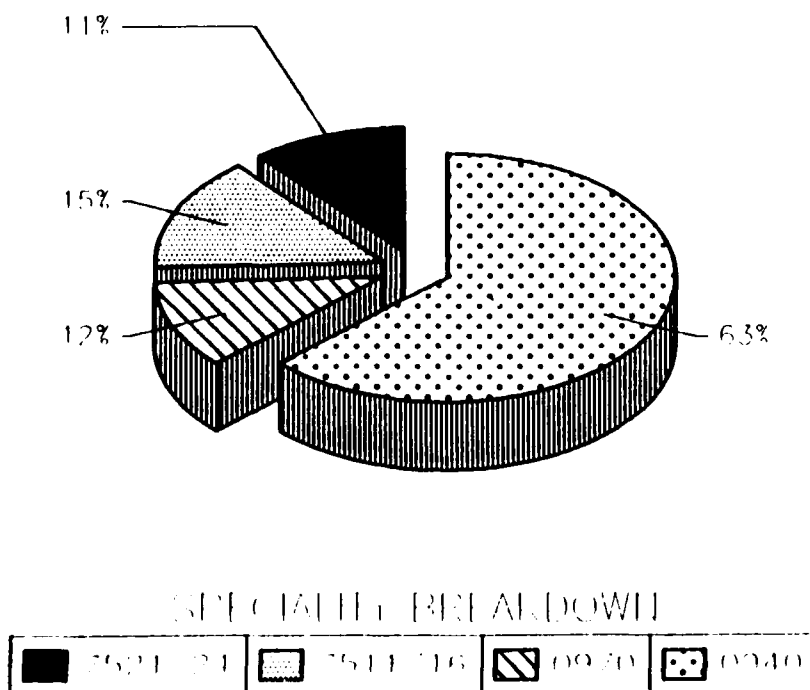
Education and Training (75XX) Officers vs. Subject Matter Experts (SME)

The military mix debate centers on whether the 75XX officers or SMEs should manage the education and training programs and render the decisions on the direction of the Air Force's training and education. The SMEs offer the operational experience and credibility that the 75XX officer may lack. SMEs have the opinion that it is much easier to teach someone the educational and training principles, concepts, and techniques than it is to teach the technical aspects of the specific career fields to education and training specialists

The 75XXs' response to the SMEs' experience and credibility is that it's still necessary to communicate this expertise and knowledge in an orderly and logical sequence using the proper educational and training methods and technologies. This topic of whether 75XXs or SMEs should be making the training decisions for the specific career fields has been debated at headquarters level, involving training staff officers (TSOs). The 75XXs and SMEs should recognize the important role each play in the education and training setting. The disagreement over SMEs and 75XXs is not a unique dispute in the education and training environment. The current breakdown of 75XX and special duty personnel involved in education and training duties is illustrated in the below table:

Table 7

EDUCATION AND TRAINING MANAGERS



TRAINING ANALYSIS

This section provides a summary of the needs of the education and training managers to successfully perform their jobs. The first part of this training analysis section examines the percentage of personnel who are attending the required 75XX officer courses. The second part examines the common skills and knowledge required of the training managers. The concluding part will determine if the needs of the training managers are being met under the current program.

The required upgrading courses for 75XX officers are completion of the Academic Instructor Course (AIS), Principles of Instruction, or Technical Training Instructor Course (TIC); and Instructional System Development (ISD) Designer, or Criterion Referenced Instruction Course. Table 8 illustrates the percentage of surveyed training managers (T/M) who have attended the required courses by MAJCOMs. The table gives the overall training managers percentage and then breaks this figure into 75XX and Special Duty officers. Principles of Instruction and Criterion Referenced Instruction do not appear in the table, because the percentages were too low to record for this report.

TABLE 8
PERCENT RECEIVING TRAINING

	OVERALL	ATC	AU	USAF A	OTHERS
<u>AIS</u>					
T/M	61.0	68.2	90.3	17.7	47.2
75	47.4	47.0	70.0	19.4	47.5
SDI	67.0	76.6	97.2	17.2	46.7
<u>TIC</u>					
T/M	10.0	10.4	7.6	11.0	12.2
75	18.4	24.5	12.5	12.9	14.8
SDI	6.7	4.7	6.2	10.6	8.7
<u>ISD</u>					
T/M	26.9	19.3	22.9	7.2	36.9
75	41.0	18.5	13.7	2.7	46.2
SDI	21.2	20.1	30.3	11.5	23.9

The table indicates more special duty personnel receive training than 75XX officers. ISD, the driving force behind all Department of Defense education and training development, has a very low course attendance among the education and training managers. The percentage of personnel attending the various instructor courses is substantially higher than ISD, but still relatively low.

TABLE 9
GENERAL AND SPECIFIC 75XX SKILLS AND KNOWLEDGE

SKILLS/KNOWLEDGE (SPECIFIC)	%	ISD	AIS	TIC	CBI	ECI	OJT
CURRICULUM PLANNING/DEVELOPMENT	72	X	X	X		X	X
INSTRUCTIONAL METHODOLOGY	80	X	X	X		X	X
LESSON PLANS	75		X	X		X	X
TEST & MEASUREMENT	76	X	X	X		X	X
MEDIA SELECTION	42	X	X	X		X	X
AUDIO VISUAL PRESENTATION	66	X	X	X		X	X
CBI PRODUCTION	34	X	X		X	X	X
PLATFORM SPEAKING	80		X	X			X
COURSE SCHEDULING	60						X
LEARNING THEORY	58	X	X	X		X	X
NEEDS ASSESMENT	46	X	X	X		X	X
RESEARCH	31	X				X	X
SURVEY DEVELOPMENT	25	X				X	X
EDUCATIONAL PSYCHOLOGY	55	X	X	X			X
EDUCATION & TRAINING EVALUATION	77	X		X			X

THE ABOVE TABLE ILLUSTRATES THE PERCENTAGE OF EDUCATION AND TRAINING MANAGERS WHO CITED COMMON SKILLS/KNOWLEDGE ESSENTIAL IN THE PERFORMANCE OF THEIR DUTIES

X = PERCENT OF ED/TRNG MANAGERS WHO FELT SKILL/KNOWLEDGE NEEDED
X = EDUCATIONAL AND TRAINING SOURCES WHERE THE ABOVE SKILLS/KNOWLEDGE MAY BE OBTAINED

Finally, we reviewed available training. The conclusion is training is available to meet the needs of education and training managers. Personnel not attending the courses may be the problem. The interview process identified many education and training managers who feel the Academic Instructor Course and the other instructor courses are very informational for the classroom instructor. The problem arises when the 75XX officers, who are not Air Force instructors, are required to attend the course for upgrading. Many non-instructing 75XX officers suggested that instructor schools (AIS, TIC) should provide special tracks for the non-instructing 75XX officers, similar to AIS's special tracks currently offered to members of Air Force Reserve Officers

Training Corps (AFROTC), Squadron Officer School (SOS), Air Force Institute of Technology (AFIT), and Air War College (AWC), in meeting their specific job requirements. Table 8 identified the low percentage of Air Force personnel who have attended the ISD course. The ISD attendance problem was addressed during the interviews. The education and training managers view the ISD course as being too heavily loaded with information for the course length. Many education and training managers do not use ISD and therefore feel no need to take the course. ISD is not a dynamic subject and the course is viewed in the same light. Through flexibility and adaptability the education and training managers have the opportunity to receive the training they need to successfully perform their duties.

RECOMMENDATIONS

OVERVIEW

The Recommendations section of this Special Report consists of general recommendations. General recommendations provide macro level suggestions on how to improve career training and conditions in the career field. The recommendations are based on research of career field issues and concerns, interview and questionnaire data, and OSR task data.

The recommendations are designed to create the best possible environment for education and training managers to successfully perform their jobs. By improving the education and training managers setting, the training they provide for all Air Force personnel can be enhanced.

GENERAL RECOMMENDATIONS

1. Senior management must ensure education and training managers are properly utilized.

JUSTIFICATION: Utilization is the major issue confronting the education and training community. All the recommendations in this report are predicated on the assumption that senior level management will provide direction in the proper use of education and training managers. Many education and training managers are performing jobs not listed in AFR 36-1, or have little or nothing to do with education and training duties. Fifty-three percent of the education and training managers spend fifty percent or less of their time in duties related to education and training. Many of the duties education and training managers identified in the Training Managers Survey as being performed in the field included: administrative, personnel, executive, safety, disaster preparedness, budget, and computers.

2. Establish a career ladder for the 75XX Education and Training career field.

JUSTIFICATION: It is apparent that a career ladder or path of progression is non-existent in the education and training career field. Many middle and senior level positions are filled by personnel career broadening into the field or by special duty assignments. The education and training survey illustrated that 83.3 percent of the 75XX officers have 9 years or more total active federal military service (TAFMS) time. However, 58.3 percent of the 75XX officers have 4 years or less time in the education and training career field. The "core" (spend entire career in the education and training field) 75XX officers have limited access to positions as they progress in their careers. By not "growing its own", the 75XX career ladder has not been fully developed.

3. Ensure adherence to 75XX selection process guidelines.

JUSTIFICATION: AFR 36-1 states 75XX officers should either have an education degree or a minimum of 18 hours of college education courses. The survey revealed that 41.5 percent of the 75XX officers have no education courses, let alone a degree in education. Without regard to selection criteria and no entry level technical school requirements, the education and training field

attracts many career broadeners. The entry level requirements should either be adhered to or AFR 36-1 should be changed to accurately describe the education and training qualifications.

4. Establish more legitimate 75XX positions in all Air Force MAJCOMS.

The survey shows that 67% of the education and training officers are in ATC, AU or USAFA. A major obstacle confronting 75XX officers is a lack of operational Air Force experience. The structure of the career field allows a limited number of 75XX experience in the other MAJCOMs. A lack of operational experience impedes 75XXs' credibility with their Air Force peers. The opportunity to gain operational experience is professionally and personally vital for the continued growth of 75XX officers.

5. Define 75XX and Subject-Matter-Experts or Special Duty personnel's role in the education and training setting.

JUSTIFICATION: Air Force's tendency is to either have the SMEs make the education and training decisions excluding the 75XX officers, or having 75XX officers making the decisions excluding the SMEs. This fluctuation in decisionmaking between SME field experience and 75XX educational knowledge could best be resolved by combining SME and 75XX inputs and expertise. If the Air Force continues to utilize the 75XX officers as it does presently, perhaps the best solution would be to convert present 75XX positions to special duty assignments.

6. Ensure all 75XX Officers attend required Air Force courses for upgrading.

JUSTIFICATION: This report identified common skills and knowledge necessary for training managers to perform their duties. Comparing common skills and knowledge with the currently required 75XX upgrading courses and various PME courses shows 75XX needs are being met by the Air Force. A combination of current 75XX courses, a minimum of eighteen hours college education credits for entry level requirements, and budget constraints facing the future Air Force, dictates that a 75XX technical school is not feasible. The Education and Training Manager Survey illustrated strong support for the Academic Instructor School. However, survey respondents also strongly urged creation of a special track at AIS for 75XX Officers who are not actively involved in classroom instruction. AIS presently has special tracks for Squadron Officer School (SOS), Air Air Force Reserve Officers Training Corp (AFROTC), and Air War College (AWC) to meet their specific needs. A similar track for the non-teaching 75XX Officer was also suggested by survey respondents.